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MONTANA SCHOOLS

Office of Public Instruction, Nancy Keenan, Superintendent

Volume 33, No. 2 Winter 1989

Montana Teacher of the Year

Montana's 1990 Teacher of the Year, Carolyn Baldwin, teaches kindergarten at Emerson School in Bozeman.

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Inside . . .

OPI Names New Division Heads 3

Bridging the Accountability *GAAP 4

Legislative Studies Update 4

June Miller Honored 5

State Superintendent's Achievement Award 6

Making the Grade 7

New Year's/New Decade's Resolutions 8

"Carolyn Baldwin attains *excellence by caring* more than others think is wise; she *risks* more than others think is safe; she *dreams* more than others think is practical, and she *expects* more than others think is possible."

That's how Carolyn Baldwin's principal describes her. These qualities, along with her patience and wisdom, have earned Baldwin the love and respect of students, parents, and colleagues throughout her 21 years of teaching. This November, they also earned her the distinction of being chosen as Montana's '990 Teacher of the Year.

Baldwin, a kindergarten teacher at Emerson School in Bozeman, was named Teacher of the Year by a committee of educators and community leaders. Each year, the Office of Public Instruction coordinates this program to honor a teacher who reflects the best traits of Montana educators. The teacher is chosen on the basis of professional development and achievements, advocacy of the teaching profession, knowledge of major education issues, teaching style, and philosophy of teaching.

Baldwin bases her philosophy and style of teaching on a quote by U.S. Senator Ted Kennedy: "The road to a kinder, gentler nation begins at the schoolhouse." She feels children should be treated with dignity and guided to treat others the same way. She also believes they should be challenged to meet their potential, shown the joy of learning, nurtured, and made to feel welcome in the classroom.

As a kindergarten teacher, Baldwin feels she has a special responsibility to live up to this philosophy. "I have the unique position of being the first public school teacher kids have," she explains. "I think I have a trememdous responsibility and opportunity to set the stage for a positive and rewarding educational experience."

Judging from the bundle of fan mail that accompanied her Teacher of the Year nomination, Baldwin sets an auspicious stage indeed. Over and over, parents of her students expressed sentiments such as these:

"Carolyn Baldwin was the best way my two daughters could have started their educational experience. They both came out of her class highly motivated and with positive attitudes toward school and themselves!"

"She not only teaches children their ABCs . . . she teaches them love; she teaches them respect for their fellow classmates. And she does it all with such gentle kindness, yet firm enough to earn their respect."

"We feel our child couldn't have had a better initiation into the world of academics."

"Because she was such a positive influence for [my children], they have a very deep love for learning that they will carry with them."

The outpouring of support from colleagues and parents, says Baldwin, has been the highlight of being chosen Teacher of the Year. "The first honor was being nominated by the people in my building," she recalls. By the time OPI called with the news of her selection, she says, "for me personally, the best had already happened." She adds, "I'm so honored to represent my peers."

Baldwin firmly believes in sharing ideas, as well as honors, with her peers. She also believes in constantly updating her menu of teaching techniques. She says this, along with "the consistent enthusiasm of the children," has kept teaching kindergarten dynamic for her for two decades.

Her zest for trading new ideas and working cooperatively has made Baldwin a mentor for teachers at Emerson School, where she coordinates the kindergarten program. "The only problem Carolyn ever causes me," wrote a school board member, "is the

Continued on page 3

PLEASE RETURN

SUPERINTENDENT'S NOTES

Dear friends.

I want to invite you to help chart the course for Montana's educational future.

In January 1990, the Office of the Governor will sponsor, with assistance from the Office of Public Instruction, seven regional educational meetings throughout Montana. The meetings will take place in Glendive, Havre, Billings, Lewistown, Missoula, Columbia Falls, and Butte.

These public meetings will give Montanans a unique opportunity to express their views on the strengths, challenges, and needs of their schools. People representing the business community, school boards, parent groups, and professional education organizations have been directly involved in planning the January meetings. These representatives will take the information and opinions presented at the meetings and prepare a message from the people of Montana to the state's policymakers and education leaders.

It is important to move ahead to prepare our students for the 21st century. However, we must give careful consideration to our children's needs. We can't let the cart get before the horse; we must resist the temptation to accept solutions before we examine the problems.

I believe many of the Governor's proposed solutions may very well be answers, or at least partial answers, to some of our education concerns. However, I sincerely believe we must thoroughly analyze the problems before we adopt solutions. Resources are too scarce to apply solutions that may not provide the results we want for our children.

Let's look at some of the solutions that are being discussed nationally. "Local control" must be more than just removing standards and becoming separated from state policymakers. Effective local control means letting decisions be made and voices be heard at the community level.

"Report cards" can be a useful tool to measure how well communities are progressing toward goals they have set for their schools. Unless the "report cards" are carefully designed though, the information can be misleading. We must also ensure that "report cards" do not violate individual rights of privacy or promote any form of discrimination.

While it is important to provide students with opportunities to learn from qualified people with life experiences in their fields, "alternative certification" should be more than just placing people in front of students. It should also involve examining issues such as teacher shortages and the importance of teacher preparation.

Before we adopt these national solutions, I believe we should carefully identify Montana's problems and then work together to develop Montana solutions, in a time-honored Montana tradition. By holding these meetings, the Governor has opened the door for grass roots participation. I applaud his willingness to take these important issues to the people.

I am eager to hear your ideas for making your schools what you want them to be. I want to know what barriers need to come down, what changes need to be made, and what resources need to be committed in order to educate our children for the 21st century. I also want to hear about ideas and practices that already provide excellent results.

By attending one of the meetings listed below, you can make Montana's schools the very best they can be. Together, we can design the educational blueprint for our future.

Nancy Keenan

Meeting Schedule

Jan. 16 – Dawson Co. High School Auditorium, Glendive;
Jan. 17 – Havre High School Auditorium, Havre;
Jan. 18 – Skyview High School Auditorium, Billings;
Jan. 23 – Fergus Co. High School Auditorium, Lewistown;
Jan. 24 – Hellgate High School Auditorium, Missoula;
Jan. 25 – Columbia Falls High School Auditorium, Columbia Falls;
Jan 30 – East Junior High School Auditorium, Butte.

Welcome New Superintendents

Montana has several new superintendents this school year. Some are new to Montana; others have moved from positions as teachers or principals. The Office of Public Instruction extends a warm welcome to these new superintendents.

New county superintendents include:

Dorothy Donovan, Beaverhead County
Richard Clower, Carbon County
Jo Ann Husbyn, Granite County
Kathryn Pfister, Musselshell County

Other new superintendents include:

Carol Wright, Canyon Creek, Billings
James H. Riedlinger, Bonner
Mike Chapman, Brady
Kirby Maki, Corvallis
Jerry Claussen, Powell County H.S., Deer Lodge
Ken Halverson, Highwood
Paul Jenkins, Helena Flats, Kalispell
Ron Zier, Manhattan
Ron Cartwright, Moore
Earl McKinley, Plevna
Jim Kelly, Power
Rod Olson, Reedpoint
Gary Greseth, Centerville, Sand Coulee
Sherry Pasquale, St. Ignatius
George Linthicum, Lone Rock, Stevensville
Fred Maker, Superior
Richard Beck, Whitewater
Glen Mader, Wibaux
J. Oliver Gordon, Frontier, Wolf Point
Gary Tuggle, Ekalaka
John Marlett, Frazer
Dan Rask, Harrison

OFFICE OF PUBLIC INSTRUCTION
NANCY KEENAN SUPERINTENDENT

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Nancy Keenan
State Superintendent of Public Instruction

Sanna Kiesling
Publications

Gail Hansen
Typography

Corrections

In the last issue of Montana Schools, 10 percent was inadvertently lopped off the permissive levy allowance during typesetting ("House Bill 28: A Primer"). The sentence in question should have read: "House Bill 28 allows districts to impose permissive levies up to 35 percent of their foundation program amount."

Also, we have been reminded that the genesis of the Montana School Foundation Program goes all the way back to the 1940s. A 1945 legislative resolution asked the governor to appoint a committee to study reorganization of the school financial structure. That committee's recommendations were incorporated into the basic principles of school financing as expressed in the Foundation Program Act of 1949.

OPI Names New Division Heads

In November the Office of Public Instruction added Nancy Coopersmith and Jay McCallum to its management team. Coopersmith will direct the Division of Curriculum Assistance; McCallum will direct the Division of Instructional Alternatives and Cultural Programs.

These two new positions were developed during the OPI reorganization, which occurred after Superintendent of Public Instruction Nancy Keenan took office last January. Deputy Superintendent Jack Copps explains that the positions were developed to "restore a meaningful partnership between local districts and the Office of Public Instruction." Copps adds that the division directorships are not *additional* positions. Rather, he says, "We're simply delivering services in a different way."

Copps says Coopersmith and McCallum will be critical components of OPI's management team, serving as chief advisors to Superintendent Keenan. "The Office of Public Instruction is indeed fortunate to secure the services of Nancy Coopersmith and Jay McCallum to fill these positions," Copps adds. "I'm confident both of them have the skills and expertise to rebuild the relationship between OPI and school districts."

The **Division of Curriculum Assistance** includes OPI's curriculum specialists, vocational education, and traffic safety. As administrator, Nancy Coopersmith will coordinate the division's services to Montana school districts.

"One of Superintendent Keenan's goals is to improve services to Montana's kids," Coopersmith explains. "So my overall mission will be to coordinate services to districts in a way that better serves students."

A key task for Coopersmith's division will be helping school districts implement the new accreditation standards. That will involve giving hands-on assistance, as well as providing districts with the most up-to-date information available on curriculum research.

In implementing the new standards, Coopersmith especially wants the division to be responsive to teachers' needs. "They're the ones who will make the accreditation standards come alive for kids," she says. "They're the ones who will make sure our kids are ready to go into the next century." Coopersmith will also work to involve parents and communities in developing curriculum, as required by the new standards.

Nancy Coopersmith will direct the Division of Curriculum Assistance.

Jay McCallum will direct the Division of Instructional Alternatives and Cultural Programs.

Coopersmith has worked at OPI since 1984 as a Chapter 1 specialist. Prior to that, she coordinated a large Chapter 1 program in Illinois. She has also been a teacher and a parent volunteer in schools. She has a bachelor's degree in elementary education from Illinois State University, a master's in administration and supervision from Eastern Illinois University, and has done postgraduate work.

Coopersmith says she looks forward to working with OPI's Curriculum Division staff. "Their expertise is just astounding," she says. "There is so much talent in this unit. People have so many abilities and fine skills, plus lots of experience working in schools." With OPI staff working together with districts and teachers, Coopersmith believes that "the sky's the limit in making a difference for kids."

The **Division of Instructional Alternatives and Cultural Programs** encompasses programs outside the traditional basic skills programs, such as special education, veteran's education, chapters 1 and 2, adult basic education, homeless, and equity.

As administrator of this division, Jay McCallum aims to improve coordination within the division's programs so that funds and services are provided to school districts "for the best maximum impact."

McCallum also wants to coordinate his division's programs with OPI's curriculum assistance people. "It's only reasonable that we should draw on their expertise," he says, "especially in math, language arts, and reading."

The two division positions were developed to "restore a meaningful partnership between local districts and the Office of Public Instruction."

McCallum holds a bachelor's degree in elementary education, and a master's degree with emphasis on guidance and counseling from Eastern Montana College. He also has administrative credentials from the University of Montana. He taught school in Hardin, Montana for 11 years, teaching fifth grade, seventh and eighth grade math and science, and high school algebra. He has also been an elementary principal.

McCallum worked as a Chapter 1 specialist at OPI for three years. For the last 13 years he has directed the Chapter 1 program.

McCallum says that until the Office of Public Instruction hires a new director for Chapter 1, he will continue to direct the Chapter 1 program.

Teacher of the Year

Continued from page 1

pressure I get from parents who call year after year and beg for their children to be placed in her class!! I quickly explain that not all children can have Carolyn for a teacher, but she is an enthusiastic mentor for all our teachers, so all children in Emerson School benefit from her talents."

One of Baldwin's innovative projects at Emerson has been "mainstreaming" special education preschool kids into her kindergarten class. By including these kids in activities with her kindergartners, she teaches her students to accept others' differences.

Teaching social skills such as acceptance, Baldwin believes, is a task that will fall to schools more and more as parents spend less time with their children. She feels the reduced amount of time parents spend with children due to economic and social factors is one of the critical issues facing education today. As a result of this phenomenon, she says, some children need the support of other adults to teach behaviors, social skills and self-esteem.

To deal with this issue, Baldwin suggests that schools add social skills and self-esteem to the regular curriculum. She also advocates cooperative efforts between schools, parent groups, and social service agencies to arrange after-school programs for "latchkey" children. She recognizes, however, that this will require more of teachers at a time when they already face many new demands, such as additional curriculum and accountability to administrators and parents.

As Teacher of the Year, Baldwin will represent Montana teachers throughout the state as well as in the National Teacher of the Year program. Her message, she says, will be that "teachers can and do make a difference. It is our responsibility to be the best we can be for every child in our classroom, for by doing so, we will help each child reach their full potential."

The other two finalists in this year's Teacher of the Year program are Verna Carpenter, a science teacher from Washington Junior High in Glendive; and Barbara Kennington, a fourth grade teacher at Washington School in Billings.

In addition, one of this year's nominees, Wilma Mad Plume, received the Superintendent's Achievement Award. Please see related story, page 6.

Bridging the Accountability *GAAP

*Update on *Generally Accepted Accounting Principles*

"There's a new game in town," Office of Public Instruction staff told the Montana Association of School Business Officials (MASBO) in October. "The game is called accountability, and the rule book is GAAP. With your help, we're going to learn the new rules and win the game."

OPI's presentation to the MASBO convention was one step in helping school districts grapple with generally accepted accounting principles–"GAAP." The 1989 Montana Legislature, seeking better accountability in the handling of school funds, passed legislation requiring school districts to switch their accounting systems to GAAP by July 1, 1990. Districts failing to do so will lose funding. The legislation also required OPI to help schools implement GAAP.

Accordingly, OPI hired Jim Oberembt in September to help schools with GAAP. Oberembt's background includes a degree in accounting from the University of Montana and seven years as Whitefish school district's business manager. He has also worked as a municipal auditor. Oberembt understands the accounting equation from both sides–he knows what school business officials face, and he knows what auditors look for.

GAAP guru Jim Oberembt

Oberembt says Montana's local school business officials, the people who must make GAAP work, are eager to learn about GAAP. "I'm really pleased about the enthusiasm," he says. "They may be nervous about GAAP, but they're ready to go into the dark cave and see what's in there."

OPI has developed a four-phase program to implement GAAP. In Phase One, OPI will develop a GAAP training plan with Montana State University's Local Government Center. Working with the center and an advisory committee, OPI conducted an extensive survey this fall to learn what Montana's school business officials, county treasurers, and county superintendents know and what they must learn in order to use GAAP.

"School business officials are a different breed of cat. They live with change daily. They'll probably just tuck GAAP in there with the asbestos problem and deal with it."

OPI will use survey results to determine content of the training workshops, how many workshops will be held, and where they will be held. For example, the survey revealed that 50 percent of Montana's school clerks don't know how to do double entry accounting–a necessary basic skill for using GAAP. Based on that information, OPI may conduct three series of workshops–beginning accounting, intermediate accounting, and a workshop discussing the new accounting manual in detail.

Oberembt says the survey data will also give OPI something concrete to show the legislature. With half the school clerks unacquainted with basic accounting, he says, it'll show "we can't just wave a magic wand and have people doing sophisticated accounting." The training plan is scheduled for completion this December.

Phase Two involves designing workshop materials, determining reporting requirements, redesigning forms, and updating the School Finance Manual. These projects should be completed in April and May 1990.

In Phase Three, the actual training begins. OPI will hold GAAP workshops throughout Montana April through August, 1990.

In Phase Four, OPI will evaluate school districts' progress with GAAP by reviewing audit reports and financial information. If necessary, OPI will then provide additional training.

Oberembt is confident that Montana's school business officials will adjust to GAAP with little trouble. "They're a different breed of cat," he says. "They live with change daily. They're used to handling a wide range of issues with very little staff. They'll probably just tuck GAAP in there with the ashestos problem and deal with it."

Legislative Studies Update

Education issues continue to be on the legislature's "front burner"! Two legislative committees will be meeting over the next 12 months to prepare recommendations for the 1991 session. OPI is working with both committees and will keep you informed of their progress.

The **Legislative Oversight Committee on School Funding Implementation** will continue the legislature's work on school funding equalization, begun in response to the 1989 Supreme Court decision. The committee is responsible for 1) monitoring the implementation of HB28; 2) studying the current school transportation system and mechanisms for equalizing costs; 3) analyzing capital outlay expenditures and options for equalizing them; and 4) continuing study of issues related to school equalization, such as administrative costs of school services, isolated school approval process, and uncollected taxes.

At its January 11-12 meeting, the committee will consider results of the survey on school facilities that you recently completed. It will also review the proposed administrative rules implementing HB28 and begin its transportation study.

Members of the committee are co-chairs Senator Chet Blaylock (D-Laurel) and Representative Bill Glaser (R-Billings); senators Del Gage (R-Cut Bank), Harry McLane (R-Laurel), and Fred VanValkenburg (D-Missoula); representatives Paula Darko (D-Libby), Dick Nelson (R-Kalispell), and Ray Peck (D-Havre); Board of Public Education Chairman Alan Nicholson; Director of the Governor's Budget Office Dave Darby; and Superintendent of Public Instruction Nancy Keenan.

The **Joint Legislative Committee on Accountability and Quality in Education** was directed by the 1989 special session to study 1) measures for assuring accountability and quality in schools; 2) "report cards" measuring school performance and administration; 3) incentive pay for teachers; 4) alternative certification; 5) choice; and 6) definition of a basic system of free quality education.

At the committee's first meeting in October, Superintendent Keenan noted that these education issues, which are being discussed at a national level, may not be the primary issues in Montana education. She urged the committee to look first at programs already in place in Montana schools to ensure accountability and quality. She also suggested they ask Montana teachers, administrators, and parents whether nationally discussed solutions such as incentive pay, choice, and alternative certification address problems Montana faces. Superintendent Keenan offered the assistance of OPI staff in identifying quality indicators that are meaningful in Montana.

The committee tentatively plans to meet at the capitol at 9:00 a.m., January 20, 1990. Legislative Council staff anticipate presenting background information on educational reform in America and Montana's response to the reforms of the 1980s. Report cards and alternative certification will be explored, including issues, options, and other states' experiences.

Committee members are Chair Senator Bob Brown (R-Whitefish); senators Swede Hammond (R-Malta), Joe Mazurek (D-Helena), and Dick Pinsoneault (D-St. Ignatius); and representatives Vivian Brooke (D-Missoula), John Johnson (D-Glendive), Mary Lou Peterson (R-Eureka), and Wilbur Spring (R-Belgrade).

–Teresa Cohea and Dori Nielson

OPI's June Miller Honored

Teaching the Hardest to Teach

Miracle worker June Miller

In the story *The Miracle Worker*, teacher Annie Sullivan leads a young girl from the void of her silent, dark world into the light of understanding.

June Miller teaches deaf/blind children, too. She hasn't encountered many Helen Kellers during her career. Nonetheless, she has a remarkable gift for finding and developing the potential in all types of severely multihandicapped people. And she has devoted two decades of her life to opening doors normally closed to those people. In other words, June Miller has worked a few miracles of her own.

In honor of Miller's 20 years of service to Montana's severely multihandicapped citizens, the Montana Association for Disabilities Services and the Department of Social and Rehabilitation Services recently awarded her the 1989 Developmental Disabilities Service Award for Career Achievement.

Miller, who directs the deaf/blind multihandicapped program at OPI, is recognized as Montana's foremost expert on serving the needs of children who are both deaf and blind. She has played a pivotal role in developing Montana's program of care for the multihandicapped. She is also a nationally acclaimed leader in education of profoundly multihandicapped people.

"June Miller is a rare gem in Montana's treasure chest of resources," says Superintendent of Public Instruction Nancy Keenan. "Through her astute and sensitive perceptions, she finds ways to teach the hardest to teach. She has been a true champion for Montana's severely multihandicapped people."

Miller's work with Montana's disabled citizens began in 1970 at the Boulder River School and Hospital, where she developed a unique training program for deaf/blind children. In 1972, she began working for the School for the Deaf and Blind in Great Falls. She was instrumental in developing two of the nation's first deaf/blind group homes in Great Falls in 1976. Through her efforts, deaf/blind children were included in Montana's deinstitutionalization program.

"As we integrate the disabled into all facets of modern life," says Miller's co-worker, Dan McCarthy, "June advocates for severely multihandicapped kids to share that dream. June symbolizes what Montana's developmental disabilities movement is all about—maximizing the potential of each disabled person."

"I'm one of those lucky people who found their niche."

Miller came to OPI in 1982 to direct the Title VI-C, Severely Multihandicapped Deaf/Blind Program. Throughout her career, she has been in high demand to serve on boards and task forces for the multihandicapped at local, state, regional, and national levels.

During the past two years, she pioneered an innovative program bringing medical, educational, and human services groups together to provide the most effective, comprehensive services available for all handicapped children.

"I have never tired of being involved with severely handicapped kids," Miller says. "I'm one of those lucky people who found their niche."

Attention Teachers' Aides

Are you a certified teacher working as a teacher's aide? Did you know you may be able to use that experience toward renewing your certification?

At its October meeting, the Montana Board of Public Education passed a rule saying that instructional assistant (aide) experience may be considered for certification renewal. In order for your experience to be considered, your administrative supervisor must verify that it is *instructional* experience. The board defines instructional assistant experience as "experience utilizing the course of instruction prescribed by the trustees under an employment agreement of at least 100 days full-time equivalent (600 hours) in any one instructional year."

If you have questions as to whether your teacher's aide experience qualifies, contact your supervisor or the certification office at OPI (444-3150).

OPI to Produce Model Curriculum Guides

Many school districts have requested assistance in developing curricular materials to meet new accreditation standard 603, Curriculum Development and Assessment. Standard 603 refines previous accreditation standards requiring curriculum to "fit within the continuum of skills that are part of the K-12 program in all disciplines" (402.11.b).

The new standard 603 more specifically addresses the issue of curriculum building as an ongoing process. The standards now require a plan to develop and periodically review curriculum. For most districts this is not new; only the documentation requirement is new.

For the benefit of districts interested in additional tools for curriculum development, the Office of Public Instruction plans to create model curricular packages for the subject areas in subchapters 11 through 19 of the 1989 accreditation standards. These curricula will be based on the model learner goals listed in Appendix A of the standards. Each curricular area will include critical and creative thinking, career awareness, lifelong learning, and safety.

Although OPI has established a timetable for curriculum development, districts are encouraged to follow their own schedules and contact curricular specialists at OPI for technical assistance. In fact, OPI is keenly interested in local curriculum development and would appreciate receiving copies of curriculum documents produced locally and updates on district progress.

Below is the preliminary schedule for development of OPI's materials, along with the appropriate contact person:

1. Health Enhancement (subchapter 13)—1990 (Spencer Sartorius, 444-4434)
2. Science (subchapter 15)—1990 (Bob Briggs, 444-4439)
3. Fine Arts (subchapter 12)(Janet Klecker, 444-4442)
   a. Visual Arts (subchapter 12)—1990
   b. Performing Arts—1992
   c. Literary Arts (as a part of Communication Arts)—1992 (June Atkins, 444-3664; Jan Cladouhos, 444-3714)
4. Communication Arts (subchapter 11)—1991-92 (June Atkins, Jan Cladouhos)
5. Mathematics (subchapter 14)—1991 (Dan Dolan, 444-4436)
6. Vocational/Practical Arts (subchapter 17)—1991-92 (Jim Whealon, 444-2413)
7. Social Studies (subchapter 16)—1993 (Ann Ford, 444-3638)
8. Guidance (subchapter 19)—1992 (Judy Birch, 444-5663)
9. Library Media (subchapter 18)—1994 (June Atkins, Jan Cladouhos)

The preliminary schedule is based on availability of resources to produce and print the guides. During the development period, all OPI curricular specialists will be focusing on curriculum development and gathering a variety of model documents. Calls from interested educators are encouraged.

—Duane Jackson

State Superintendent's Achievement Award

Occasionally, a teacher emerges whose story is so exceptional that special recognition is due. That's how the Montana Teacher of the Year selection committee felt when they read Wilma Mad Plume's application.

Mad Plume's application didn't include a long list of accolades. However, as State Superintendent Nancy Keenan remarked, "Wilma's persistence in pursuit of an education and teaching degree is inspirational." In honor of her persistence and her dedication to teaching, Mad Plume received the State Superintendent's Achievement Award. Superintendent Keenan recently instituted this award to acknowledge outstanding educators.

Wilma Mad Plume grew up in Browning, Montana. Though she dropped out of high school when she became a teenage mother, she was determined to continue her education. A few years later, with her graduate equivalency degree in hand, she got her first job as a teaching assistant. Then, as she says, "by observing the teachers, I began to want to be a teacher."

Wilma Mad Plume

In pursuit of this dream, Mad Plume juggled family and school for several years until she completed her Associate of Arts degree from Blackfeet Community College and Bachelor of Arts from the University of Montana. "There is no doubt," said Superintendent Keenan, "that this woman worked hard and sacrificed a great deal for her education, motivated by her love of teaching."

"There is no doubt that this woman sacrificed a great deal for her education, motivated by her love of teaching."

Today Mad Plume teaches second grade at Vina Chattin School in Browning. In her five years of teaching, she has accomplished a great deal. Dedicated to prevention of drug and alcohol abuse, she helped design a prevention program for third graders. She is an active member of the school district's substance abuse prevention efforts. She also serves on the Northwest Regional Laboratory Committee on Indian Education and is involved in her school's Title IV program, PTA, and bilingual program.

Mad Plume believes in teaching the "whole child." She is a strong supporter of the Whole Language teaching approach, which relates to the oral traditions of Native Americans. She also believes that teaching the whole child means giving support for problems children bring to school.

A tireless volunteer, Mad Plume dedicates time to many community activities, including the local Head Start. She is a devoted mother to her own three children. She and her husband have also opened their home to foster children, many of whom came from alcoholic or abusive families.

"In her five years of teaching," said Superintendent Keenan, "Wilma has gained the admiration and enthusiastic support of her community. She exudes a love for teaching and for kids. Mad Plume is the first recipient of the State Superintendent's Achievement Award.

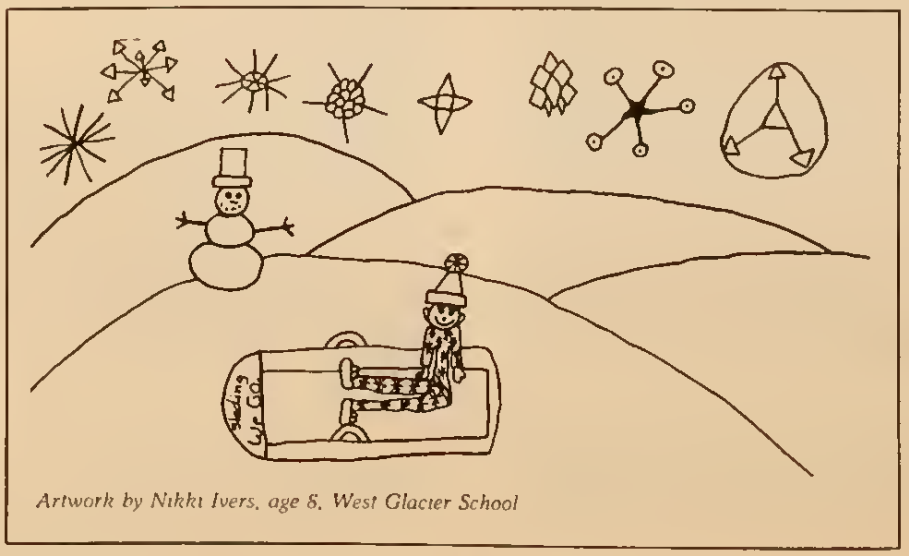
Federal Special Ed Legislation Takes Effect Next Fall

"Public Law 99-457" refers to the 1986 Amendments to the Education for All Handicapped Children Act. This federal legislation "modernizes and extends" the original Education for All Handicapped Children Act of 1975 (Public Law 94-142), the bedrock of our contemporary special education system.

While the original 1975 legislation encouraged early intervention services as the most effective way to mitigate the severity and impact of handicapping conditions, it did not mandate special education opportunities for handicapped infants, toddlers, and young children. The amendments contained in Public Law 99-457 attempt to correct this by emphasizing early intervention services for young children.

In 1987, the Montana Legislature indicated its intention to participate in the programs in Public Law 99-457. When the governor signed House Bill 511, elementary school districts were required to establish and maintain special education programs for handicapped children as young as three years old by September 1, 1990.

The governor also designated the Department of Social and Rehabilitation Services, Developmental Disabilities Division (SRS-DDD), as the lead agency in implementing the infant and toddler program. The designation of an interagency coordinating council, now known as the Family Support Services Advisory Council, strengthened Montana's commitment to the concepts in Public Law 99-457.



Artwork by Nikki Ivers, age 8, West Glacier School

To implement the preschool special education mandate, the Office of Public Instruction published a draft of a manual that discusses Public Law 99-457. The manual also recommends practices and procedures that will enable local education agencies, special education cooperatives, and state-operated programs to provide effective special education programs serving handicapped children as young as three by September 1, 1990.

The manual is called *Preschool Guidelines: Procedures and Practices for Special Education Programs Serving Handicapped Children Age Three Through Five.* It focuses on eligibility for special education services, procedures for enrolling a handicapped child in a special education program, and educational models to meet the needs of handicapped preschoolers.

The manual was developed from questions and comments received from Montana's educators, from a review of rules and regulations of other states, and from an analysis of current early childhood special education literature. Futher comments and input are expected before OPI publishes a final edition of the manual in spring of 1990.

Questions regarding Public Law 99-457, the preschool special education mandate, or special education services for handicapped children aged three to five, may be addressed to Dan McCarthy, Preschool Specialist, Special Education Bureau, OPI (444-4425).

—Dan McCarthy

Making the Grade

Columbia Falls area teachers recently won a prestigious A+ Award for creating "Echoes From the Past," Columbia Falls High School's epic centennial pageant. The National Education Association's A+ program annually honors local education associations for innovative, teacher-designed learning projects. "Echoes," designed by members of Montana's District Six Education Association, is one of nine national A+ winners.

"Echoes" shares top billing with such projects as an opera created and staged by New York middle school students, and a space science curriculum that involved an entire Kansas community. The nine national winners were chosen for creative contributions to educational excellence.

The brainchild of English teacher Mary Moe, "Echoes" wove oratory, dance, drama, and song to create a tapestry of the Montana experience. Mountain men, copper kings, Sioux warriors, and Montana women came to life in this celebration of Montana's powerful moments and memorable people.

Twenty-four Columbia Falls High School students toured the state with the pageant, winning rave reviews everywhere they went.

It wasn't just the performers' talents that made "Echoes" a hit, however. Shop students built props, art students created posters and programs, home ec students sewed bonnets, and journalism students wrote press releases. Teachers did painstaking historical research, wrote the script, took photos for backdrops, coached performers, directed the music, and supervised sewing and construction. The whole school pitched in, as did many individuals and groups from the community.

The teachers who created "Echoes" were honored for bringing an outstanding educational experience to students and a powerful message to the public. The message was this: "*Kids* are Montana's most precious resource!"

Job Openings at OPI

The Office of Public Instruction, an equal opportunity, affirmative action employer, is recruiting for four positions. Each position is a grade 16, with an annual salary of $24,053. Contact your local job service office or the OPI personnel office (444-3032) for application information. Applications must be received by OPI or local job service by the deadlines noted.

Library Media Specialist

This position involves general supervision of library media services to the K-12 education community and agencies. Services include technical assistance, management of federal funds, and completion of applicable state plans and data reports.

Qualifications include extensive knowledge of policy and regulations governing library media; expertise in supervisory practices; ability to plan and direct complex educational and service programs; and ability to originate and implement grant-funded programs. The specialist should be able to operate standard equipment including film, video, photographic equipment, and microcomputers. The equivalent of a master's degree and five years' experience are typically required.

Deadline: 5:00 p.m., January 15, 1990

AIDS/Drug Education Educational Program Representative

This person will develop and implement a statewide program to provide technical assistance to the education community in AIDS/drug education.

Qualifications include ability to develop educational materials dealing with sensitive topics; knowledge of AIDS and drug prevention education; ability to write grants; ability to collect and analyze data. A B.S. or B.A. degree in health education, science education, or a related field as well as teaching/training experience are typically required.

Deadline: 5:00 p.m, December 22, 1989

Consumer and Homemaking Education Program Manager

This position involves planning, organizing, supervising, implementing, and evaluating all aspects of the state's consumer and homemaking education efforts. The position requires extensive travel and public contact.

Qualifications include extensive knowledge of both consumer homemaking and occupational home economics curriculums; extensive knowledge of state and federal laws and regulations affecting vocational education; demonstrated skills and experience in consumer and wage earning home economics; skills and experience in supervising and evaluating education programs; and ability to originate and direct grant-funded programs. The equivalent of a master's degree and five years of related professional work are typically required. The candidate would typically be eligible for vocational certification in home economics.

Deadline: 5:00 p.m., December 22, 1989

ESEA Chapter 1 Specialist

The specialist will serve in a leadership, consultative, and technical assistance role to school district personnel in the planning, implementation, operation, and evaluation of programs funded under ESEA Chapter 1.

Qualifications include a master's degree in education with recent experience in elementary teaching and/or special education, and specific administrative competency in program development, curriculum, evaluation, and budget procedures. Also required are a minimum of three years' diagnostic/prescriptive teaching experience; and an understanding of child growth and development as it applies to education of educationally deprived children.

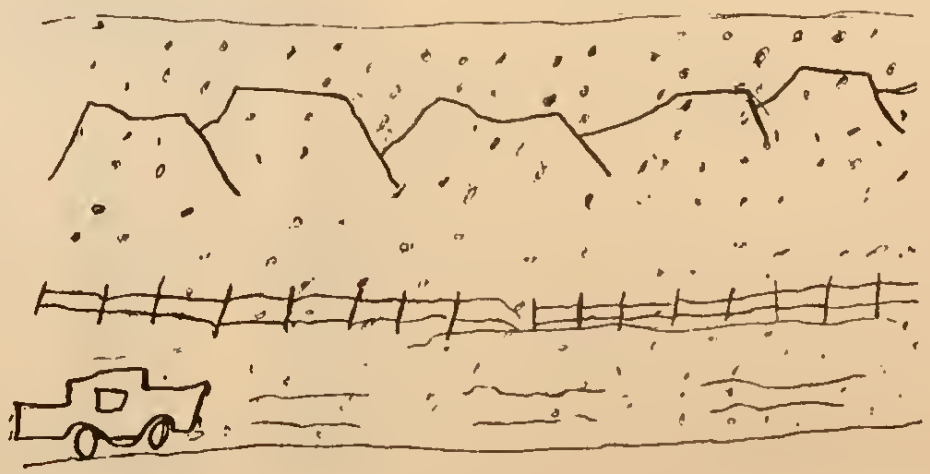
Deadline: 5:00 p.m., January 8, 1990

Montana Schools Wants You!

Do you have . . .

- student artwork
- student poetry/short stories
- exciting school activities
- innovative curriculum or teaching ideas
- black and white photos of school projects

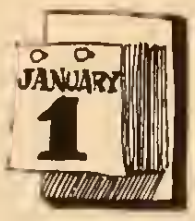
. . . to share with Montana's education community? If so, please send them to OPI for possible inclusion in *Montana Schools.* Send materials to: Editor, *Montana Schools,* OPI, Capitol Station, Helena, MT 59620.



Winter scene by Jess Tauch, Grade 7, Hawks Home Public School, Hammond

New Year's/New De

The year is quickly drawing to a close, and a fresh new one looms ahead. Not only that, but soon we'll trade the old decade for a new model. We thought it would be interesting, therefore, to learn what visions of the future are dancing in the heads of Montana's education community. So we asked teachers, students, parents, administrators, trustees, and others around the state to tell us their New Year's Resolution, New Decade's Resolution, or their hope for the future of Montana education. Here's what they said . . .



Fourth grader **Lisa Boss** of Washington School in Billings resolves "to have a more cheerful and kind attitude toward my friends, and to share and talk things over with my best friend whenever I am scared or worried." She also has some dreams for the new decade: "that there would be drug-free schools across Montana, that kids would respect each other more, and that kids would be responsible for having no pollution of their schoolyard."

"My resolution for last year was to survive this year, and I think it's still fitting" for 1990, said **Hilary Hopfauf**, School Administrators of Montana President

Bob Brown: "May quality education become everyone's concern."

and Dawson County High School Principal. "On a serious note," he added, "I want to try to improve communication between parents and schools for a much more successful relationship."

Julie Anderson, school secretary at Hobson School, resolves "to try to catch up. Hopefully," she said, "the New Year will find me on top of things here."

Dean **Eric Strohmeyer** offered a "New Year's Resolution from the College of Education, Health, and Human Development at Montana State University: That all effective and caring teachers who teach at all levels of education receive their appropriate rewards and just recognition." Assistant Dean **Duane Melling**, meanwhile, said his hope for the immediate future "is to survive the transition to the semester system."

First-year teacher **Kim Bovington Mead** teaches grades K-5 in a one-room schoolhouse in Plains, Montana. She resolves "to be less intimidated by the juggling act I perform every day, to be more creative and loosen my grip on the text, and to give myself the same positive reinforcement I give my kids."

State Senator **Bob Brown** teaches high school in Whitefish. He also chairs the Senate Education Committee and the Committee on Accountability and Quality in Education. He hopes "that the future will bring a renewed realization that education of high quality is not just a professional and political concern. It is also a public concern of ongoing importance to all Montanans."

Cindy Christin of Bozeman is an elementary teacher, children's librarian, and mother of three. As a parent, Cindy resolves to "start spending quite a bit of time" in her kindergartner's school and classroom. She added this hope for education: "I'd like to see education become more child-oriented. At present, there is a set curriculum that kids are supposed to adhere to, regardless of their interest or level of development. I like it the other way around, where learning is geared to kids' developmental levels."

James McGarvey, President of the Montana Federation of Teachers, vows to "continue the campaign against educational paradigms, continue to organize more union members, and play more raquetball."

James McGarvey: "Continue the campaign against educational paradigms."

Mavis Heitmann of Kalispell aspires to "keep up with the mountain of paperwork" that daily buries her desk. As president of the state PTA, she resolves to figure out how to "sort through all the information that comes through my office, understand it, and put it in the right slots so I can retrieve it and pass it on."

Fifth grade teacher **Curt Brayko** of Glasgow's South Side School resolves to "quit smoking and do more fishing." He also aims to "get my master's in counseling and just do the best job I can."

Nancy Keenan: "Remove the speed limit in the pursuit of excellence."

State Superintendent **Nancy Keenan** resolves "to help remove the speed limit in the pursuit of educational excellence." She also resolves "to quit feeling guilty about having so much fun at this job."

Mignon Waterman: "Spread the education community's cooperative spirit."

Mignon Waterman is president of the Montana School Boards Association. She hopes that "the cooperative spirit of the education community will become infectious, so that leaders in education and state government will work together to achieve the constitutional goal of educating every Montanan to his/her potential."

Jesse Long's main hope for education is to "resolve the funding problem facing education in the '90s." Long is executive secretary for School Administrators of Montana.

cade's Resolutions

Eric Feaver, Montana Education Association President, had a five-part resolution: "1) To help provide all our children, no matter where they may live, an excellent and equitable public education; 2) to help promote teacher professionalism and empowerment; 3) to help design better programs of teacher preparation and continuing education; 4) to help build community and statewide coalitions to maintain and enhance the quality of our public school system; and 5) to help public education lead Montana into a responsible, productive, and joyful 21st century."

Eric Feaver: "A productive and joyful 21st century."

High school music teacher **Paul Ritter** of Great Falls resolves not to go crazy by himself, but to take his students with him. "I'm a firm believer in that," he said.

Melissa Carroll, a fifth grader at West Side School in Sidney, is concerned about potential censorship of her favorite author. Hence, she resolves "to read *The Witches* by Roald Dahl and write a report about it."

Ted Herzog is a senior at Custer County High School in Miles City and president of the Montana Association of Student Councils. He admitted he hasn't started thinking about New Year's Resolutions yet. "I broke all my last year's resolutions," he said.

Fergus County Supervisor **Shirley Barrick** hopes that "all education entities can work together to implement HB 28 and for the continued growth of education in Montana."

Kindergartner **Summer Kalstrom** of Ekalaka School resolves that she's "not going to tear up Bill's paper turkey anymore." Others in her class resolve not to tattle, lie, steal, kick people, or fight with their siblings anymore. "I felt like I was in a confessional," commented teacher Susan Tooke, who collected the kindergartners' resolutions.

Ralph Kroon works with rural schools through the Montana Rural Education Center, Western Montana University. He wishes administrators, teachers, and school boards would get together in a "think tank" and brainstorm new ideas for rural schools.

Alan Nicholson, Chairman of the Montana Board of Public Education, resolves "to learn new recipes for crow, to pique only when poked, to remember which cheek I'm supposed to turn, and to work to get funding to improve the road less traveled."

Montana Teacher of the Year **Carolyn Baldwin** said, "My resolution is a wish that we could capture the spontaneity, the honesty, and the spirit of the kindergarten children. I'd like to keep that alive for children with teachers who are creative, positive, caring, willing to take risks, and will help children realize the joy of learning."

Carol Baldwin: "Capture the spontaneity of kindergartners."

Alan Nicholson: "Improve the road less traveled."

As a parent, Senator **Joe Mazurek** of Helena resolves "to encourage my children to read more often and watch television less." As a state senator, he resolves "to continue to be a friend to education by supporting the search for educational excellence, working to resolve funding difficulties, and working for a cooperative effort by all segments of our society to continue improving our system of free, quality public schools."

Finally, **George Ruff**, Montana Vice President and Chief Executive Officer, US WEST Communications, offered this vision: "As we look to our future, we have a choice. We may either invest our energy in educating everyone in all of our communities and in building a region rich with information and competitive ability – or we may become a nation without skilled workers, a region unable to compete in a global economy, a people whose progress is hampered by social inequity.

"We believe the choice is clear. We will build on existing excellence and expertise in our educational system. We'll look for programs which support the educational system for the long term and build the system's capacity to change. Life-long learning, from early childhood to retraining of adults, is an inevitable change. Coalitions of government, communities, parents, and business must work with educators and students to ensure that our future is successful."

Joe Mazurek: "More reading, less TV."

To all our friends in Montana's education community–

Art work by Sarah Velust, age 11 West Glacier School

May your holidays be joyful, and may all your hopes for the New Year and New Decade be fulfilled.

–from all of us at OPI.

NEWS BRIEFS

WordPerfect Available for Schools

The Office of Public Instruction recently signed a State Site Volume Pricing Agreement with the WordPerfect Corporation. Under this agreement, Montana schools K-12 (and school administrators) can purchase master copies of WordPerfect products for a reduced price.

The terms of the agreement specify that schools can legally make station license copies of WordPerfect products for a substantially reduced price if they first purchase a master copy of a product. A master copy includes manuals, diskettes, applicable keyboard templates, and quick reference cards. A station license includes a printed license to legalize the copy, the applicable keyboard template, and quick reference card.

For example, if a school purchases a copy of WordPerfect 5.0 for $75, it will receive a master copy. If the school wants additional copies of WP 5.0, it can purchase a station license permitting the school to make copies of the master copy for $20.

Additional workbooks and manuals are available through this agreement. WordPerfect software is available for IBM, Apple, Macintosh, Amiga, Atari, Vax, Data General, and Unix. All products are intended for school or school administration use only.

Schools can place orders through OPI. For information, contact Harrie Sherwood, OPI (444-4410).

Belt and Hobson Teachers Receive National Recognition

Vickie Donisthorpe, second grade teacher at Belt, and Cynthia Denton, a Hobson High School teacher, recently received national awards from the Student Loan Marketing Association (Sallie Mae).

Donisthorpe was selected as one of 100 national winners of Sallie Mae's 1988-89 First-Year Teacher Awards. Each year, Sallie Mae invites school district superintendents across the nation to nominate their most outstanding first-year teachers. Nominees are judged by a panel of education experts appointed by the American Association of School Administrators. Winners receive a $1,000 award.

As part of the award program, Donisthorpe was asked to name the teacher who most influenced her decision to become an educator. She named Cynthia Denton, her high school business teacher, who received a Sallie Mae Teacher Tribute Award. Both teachers were honored in the September 18 issue of *Newsweek*.

Outstanding Montana Biology Teacher

Patricia D.B. Abel, biology teacher at Belgrade High School, was selected recently to receive Montana's 1989 Outstanding Biology Teacher Award.

The annual award program, conducted by the National Association of Biology Teachers, identifies and rewards excellence in biology teaching by selecting an outstanding biology teacher in each of the 50 states.

Three other outstanding Montana biology teachers received honorable mention awards. They are Linda de Kort of Flathead High School, Kalispell; Carroll Lorang of C.M. Russell High School, Great Falls; and Tom Pederson of Capital High School, Helena.

Study in Japan

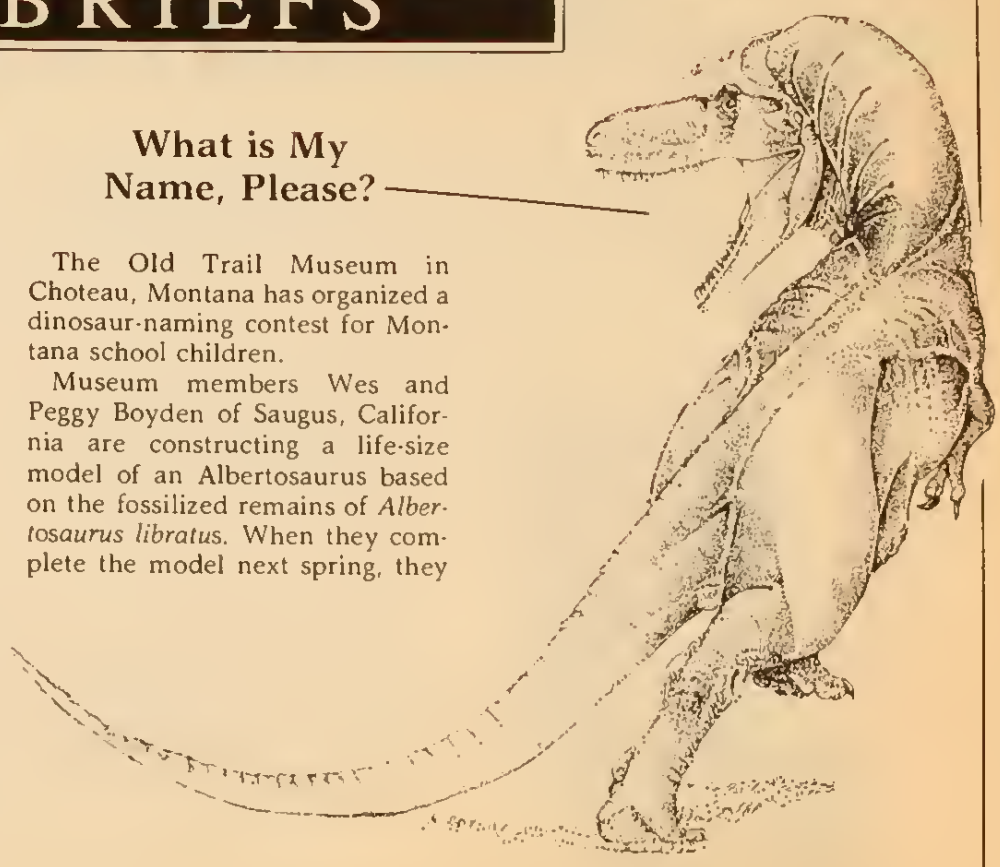
Twenty-four U.S. and Canadian social studies educators will be selected to visit Japan in the summer of 1990 as guests of the Keizai Koho Center (the Japanese Institute for Social and Economic Affairs).

This program is offered, in cooperation with the National Council for the Social Studies, to help educators learn about contemporary Japanese society and enhance the teaching of global perspectives in U.S. and Canadian schools.

The all-expenses-paid fellowships cover a 16-day visit to Japan with an itinerary designed specifically for educators. Those eligible to apply include classroom teachers of social studies, history, social sciences, and economics at the precollege level; supervisors and specialists at district and state levels; school principals; and college academicians directly concerned with training K-12 teachers.

Applications must be postmarked no later than March 5, 1990. If you are interested, contact Marlene Wallis at OPI (444-3693).

What is My Name, Please?



The Old Trail Museum in Choteau, Montana has organized a dinosaur-naming contest for Montana school children.

Museum members Wes and Peggy Boyden of Saugus, California are constructing a life-size model of an Albertosaurus based on the fossilized remains of *Albertosaurus libratus*. When they complete the model next spring, they will donate it to the museum.

Albertosaurus was a meat-eating dinosaur that grew up to 25 feet in length. It was a close relative to *Tyrannosaurus rex*. The museum's research team has found several fossilized remains of Albertosaurus in the Choteau area, some of which are on display in the museum.

Since the dinosaur model has no name yet, the museum would like Montana's school kids to help name it. The dinosaur-naming contest is open to any student enrolled in a Montana school in grades 1-6. Entries must be postmarked by March 15, 1990. The winner will be announced May 1, 1990.

If more than one student submits the same winning entry, the winner will be determined through a drawing. Students not drawn will receive consolation prizes.

The winner will receive a $100 savings bond. The winner's school will be awarded $1,000 to be used toward science-oriented library books, texts, or special equipment for the science department. (Use of funds must be approved by an Old Trail Museum representative.)

The winner and immediate family will also attend the unveiling ceremony of the Albertosaurus model (transportation provided). Optionally, the museum will give the winner's class a one-day seminar at the museum and the discovery area (transportation not provided).

Entries and inquiries may be mailed to Name the Dinosaur Contest, Old Trail Museum, Box 919, Choteau, MT 59422.

Teachers' Retirement Changes

The Teachers' Retirement Board has made some important changes in the Teachers' Retirement System (TRS) Tax-deferred Annuity (TDA) Program.

The board has selected the Variable Annuity Life Insurance Company (VALIC) as its TDA carrier. The criteria for selection were 1) highly competitive current interest rates with no front charges, 2) mutual fund investment options, 3) strong annuity payout rates, 4) the ability to actively service Montana educators, and 5) the desire to work closely with TRS. TRS also wanted a company that would allow members to keep their existing *current* annuity balances free from surrender charges.

According to David Senn of TRS, VALIC is a recognized leader in the development of tax favored retirement plans for educators. With over $10 billion in assets, VALIC is one of the largest companies in the country offering TDA plans. VALIC is also a single-purpose company, offering only tax-deferred investment programs.

VALIC's current fixed interest rate is 8.75 percent, as compared to the TRS current 8 percent rate. TDA balances transferred will remain free from surrender charges, and the rate will be guaranteed for two years from January 1, 1990, on existing balances.

If you have questions, call David L. Senn or Mary L. Harrington, TRS (444-3134).

BRIGHT IDEAS

Centerville: A Bilingual School

How many bilingual schools do you know in Montana? Well, every student at Centerville may not speak two languages yet, but they are working on it.

Centerville Public School in Sand Coulee currently offers Spanish to all students K-12. You can hear "Caramba" and "Me gusta enchiladas" as lockers slam in the hall outside high school rooms. From elementary rooms you hear the timid chattering of little voices learning to express themselves in Spanish. Imagine my surprise when after only two weeks, a second grader greeted me on the playground ("Buenos dias, Senora"), told me her name ("Me llamo Cassie"), told me she was feeling great ("Estoy magnifica"), and said she spoke a little Spanish ("Hablo espanol, un poquito").

Grades K-8 learn Spanish for 15 minutes a day, twice a week. We hope to increase that but are grateful to start with this amount. The high school class meets daily for almost an hour.

The focus in each session is primarily verbal. In grades K-2, students learn conversation through songs and games. For example, in the game "El Lobo," one child holding a wolf puppet walks around a circle of students pointing to each boy or girl as the class says "nino" or "nina." The student chased by the wolf jumps up and tries to tag the wolf as the class cheers, "lobo, lobo." At the end of the 15 minutes, the class has learned the words "lobo," "nino," and "nina." In the next session, the class is able to answer "What is this? (Que es esto?)" and say, "I like the boy, girl, wolf (Me gusta el nino, nina, lobo)." Each session begins with a conversation between teacher and class that the class is incrementally memorizing and increasing.

Grades 3-8 increase their conversation each week by adding one more question to their question/answer session. Each class chooses its own questions and answers to learn.

Each class progresses at its own pace, though new items are usually presented in all classes at the same time so students can share new words with each other. Keeping the progression among classes as even as possible promotes pride between the students, decreases the burden of separate lesson plans, and allows students a more natural process of language acquisition. The only trick is to present material at the correct level for each class.

Centerville is a small "C" school of about 300 students nestled down in the quiet farming country about 15 minutes from Great Falls. With a new, ambitious superintendent; a great staff; and eager, supportive parents; Centerville is conquering barriers that normally limit small schools to a minimum of electives. Not only do students have Spanish, but each student also has music classes, art, library, and homemade meals. Band is offered to grades 5-12. The scheduling is an administrative nightmare. Teachers have had to switch rooms, setting up shop in strange corners like the boiler room and the kitchen. However, I believe every teacher is impressed with the new changes. And the students at Centerville say, "Our school is the best!"

—Author Elizabeth Bollinger teaches English Spanish, and Journalism and runs the library at Centerville School.

"Bright Ideas" is a forum for sharing new and inventive educational ideas with the Montana education community. If you have ideas to contribute, please send your typed, double spaced article to: Editor, Montana Schools, *Office of Public Instruction, Capitol Station, Helena, MT 59620. Please keep articles under 500 words.*

RESOURCE NOTES

Resource Notes *are written by staff specialists at the Office of Public Instruction. These columns are designed to give Montana educators useful information and access to resources in specific subject areas. If you have questions about what you read here, or if you need assistance in your subject area, OPI's specialists are here to help. Feel free to call them at the numbers listed.*

Traffic Education

Preventing Dropouts by Restrieting Driving

Florida is the fourth state in the nation to adopt a law linking school attendance to driving privileges in an attempt to reduce the number of school dropouts. This bill raises the age to obtain a driver's license from 16 to 18 for students under 18 who have dropped out of school. It revokes existing licenses for these students.

A similar law passed in West Virginia last year may have contributed to a one-third reduction in that state's dropout rate. Wisconsin and Texas also restrict driving privileges of dropouts.

IIHS Facts 1989

The "IIHS Facts 1989," covering alcohol, motorcycles, teenagers, vehicle size, roadside hazards, and other important topics, is available by writing the Insurance Institute for Highway Safety, 1005 North Glebe Road, Arlington, VA 22201.

Montana motor vehicle deaths as of October 31, 1989: 156. Average last three years: 182.

Traffie Educator/Automobile Dealer of the Year Award

The AAA of Montana, OPI, and the Montana Traffic Education Association invite you to nominate a local Montana traffic educator and/or automobile dealer for the 1990 award. Contact Curt Hahn (444-4432) for an application. The 1989 Traffic Educator of the Year is Bert Stobie of Noxon. The 1989 Dealer of the Year is Dean Newton GMC of Lewistown.

New Video Available

Two new half-inch VHS traffic safety video tapes are available to schools thanks to GMC and the AMA. The first film, "Safety Belts: For Dummies or People," is eight minutes long. The second, "The Game of Your Life," concerning the national tragedy of drunken driving, is 18 minutes long. To borrow a copy, contact the Montana Safety Belt Coalition, P.O. Box 4368, Helena 59604 (449-6134).

—Curt Hahn
Troffic Education Specialist

Pupil Transportation

Drug Testing Deadline

On December 21, 1989, companies employing 50 or more drivers who are subject to the Federal Motor Carrier Safety Regulations must have a drug testing program in place. Companies with fewer than 50 drivers

Continued on page 12

RESOURCE NOTES

Continued from page 11

subject to the regulations will have until December 21, 1990 to comply. This applies only to those contract operations that must meet Public Service Commission rules.

If you must comply with these drug testing requirements, the National School Transportation Association (NSTA) suggests you investigate the following two programs:

1). NSTA's Endorsed Liability Insurance Program is with Lancer Management Company. Lancer has formed a new company, Bus Pool, to eliminate all administrative burdens created by the new regulations. Contact them at (516) 432-5000.

2) United Bus Owners of America (UBOA) has assembled a full package of information, prototype policies, services, and specialists. The step-by-step manual and videotape will guide you in the development of a drug testing and employee training program. The cost is $125. Contact UBOA at (202) 484-5623.

This news leads me to believe that Montana's local school-run school bus operations may be required to conduct drug testing in the near future.

Seat Belts on School Buses

The National Highway Traffic Safety Administration (NHTSA) recently issued its strongest statement to date about seat belts on school buses. In its latest study, NHTSA says, "There is no safety justification for a federal requirement for safety belts on large school buses." This statement replies to a petition for rulemaking from Wayne Corporation. The petition requested that voluntarily installed belts should be required to meet the same specifications applicable to safety belts on small school buses.

In the same order, NHTSA denied a petition for rulemaking from the National Coalition for Seat Belts on School Buses. This petition requested the agency to require manufacturers to install safety belt anchorages on all new school buses and offer hardware and seat belt assemblies designed for school bus seats. Again, NHTSA said there is no proof of a need for seat belts on large school buses.

The NHTSA added, "The agency urges all persons deciding whether to order safety belts on large school buses to fully consider all aspects of school bus safety, including the excellent safety record of large school buses and the benefits of allocating resources to belts as opposed to alternative safety measures, such as further improving pupil transportation programs; the purchaser's capability to ensure that the belts are used; and . . . the consequences attendant with unused safety belts."

The agency went on to "strongly recommend that persons wishing to order safety belts on large school buses should ensure use of the belts by all passengers while the vehicle is in motion to avoid increased risk of seat failure in severe frontal collision due to a phenomenon known as the domino effect."

The entire document is included in Federal Register/Vol. 54 No. 54/49 CFR Part 571. You may contact Terry Brown at OPI (444-4396) if you need further information.

Retire All Pre-1977 Buses

The National Transportation Safety Board has asked state governors to propose legislation to replace all pre-1977 school buses used to transport passengers. The board proposed that dates be established to phase out these older school buses, which should include buses used by churches and other nonschool organizations. The board formulated this recommendation after completing its investigation of the May 14, 1988 crash of a church bus in Carrollton, Kentucky, where 27 persons were killed when a drunk driver hit the bus head-on.

The board has also asked the National Highway Traffic Safety Administration to study changes needed in federal standards for interior flammability, to upgrade fuel system integrity and make these required standards applicable to nonschool buses.

At the date of this writing, Governor Stephens has not commented on these recommended standard changes. However, school personnel should be aware of proposed school bus regulation changes. Montana's main concern should be to replace all pre-1977 buses as fast as we can. Statistics show that 14.8 percent of our state-approved school buses are pre-1977, compared to the national average of 17.1 percent.

Please contact Terry Brown at 444-4396 for more information.

– Terry Brown
Pupil Transportation
Safety Specialist

Language Arts

Curriculum Process Guide Available Soon

In October, the Montana Association of Teachers of English Language Arts (MATELA) met with thousands of teachers from other disciplines for the Instructional and Professional Development Convention.

Among the 40 workshops offered by MATELA were three that considered the new accreditation standards, implementing learner goals, and OPI's role in the process. High attendance and interest in these sectionals showed that teachers and administrators want guidance in the curriculum building process. Many expressed their relief that a guide to the curriculum development process is underway.

Such a guide was written under the direction of Claudette Morton, OPI's Language Arts Specialist from 1978 to 1986. The new booklet is based upon that guide, but has been updated to reflect the new standards and learner outcomes. All OPI curriculum specialists have contributed to the revised guide. The guide includes questions that a curriculum committee or district should answer as they approach curriculum development, steps in building a curriculum, pages from sample guides, and an extensive bibliography. The booklets should be ready by January.

Northwest Regional NCTE Conference

A wonderful opportunity for professional development will take place in Montana this April. The Montana Association of Teachers of English Language Arts (MATELA) is hosting the Northwest Regional National Conference of Teachers of English (NCTE) Conference April 5-7 at the Holiday Inn Plaza in Billings.

This conference will bring nationally known presenters and teachers from Montana, Wyoming, Idaho, Washington, Oregon, Alaska, and Canada to share ideas on what works in language arts instruction. Featured speakers will include Ruth Cline, professor and widely published specialist in reading instruction; John Pfordresher from the NCTE Commission on Literature; William Kittredge and Annick Smith, co-editors of *The Last Best Place;* Linda Shadiow, specialist in curriculum development and writing across the curriculum; Kathy Tyers, science fiction writer; and Zilpha Snyder, author of young adult literature. The Vigilante Players, Raphael Christy, and Greg Keller will provide evening entertainment.

Workshops will cover a wide variety of topics of interest to language arts teachers K-12, including whole language, learning styles, active learning, integrating language skills across the curriculum, curriculum development, numerous phases of literature instruction, and composition.

Teachers who have not received registration forms can contact Jan Cladouhos at OPI (444-3714) or Rebecca Cox, 608 N. Ewing, Apt. 2, Helena, MT 59601.

Resources Available to Language Arts Teachers

Teaching English in Montana is exciting and challenging today. *The Last Best Place* has heightened interest in Montana literature and has been the topic of numerous workshops, publications, and college classes. Past MATELA president Becky Cox won a National Endowment of the Arts grant this year to study Montana mythology. Mac Swan is working on a second printing of *Montana: Let There Be Lit!* And, while writing a study guide for the video on the Montana coal miner, "Against the Darkness," I've discovered a wealth of knowledge and enthusiasm surrounding our state's literary tradition – from professors such as Sue Hart at Eastern Montana College, to the librarians who are always willing and able to dig up books and songs for us.

By the way, you can order "Against the Darkness" from OPI (444-3714), and Mac Swan's book will be available through OPI this spring.

New doors are opening for com-

RESOURCE NOTES

position as well as literature. The concept of teaching writing as a process is now part of the 1989 Montana Accreditation Standards. I think we are a step ahead of the nation in resources for writing instruction. We have a strong Montana Writing Project; the originator of RAFTing, Nancy Vandeventer, is back in Bozeman; the National Diffusion Network program, CRISS, is headquartered in Kalispell; a new book by our own Dick Adler, *Writing Together: A Peer Editing Approach to Composition*, is now available (to order call Kendall Hunt, 1-800-338-5578); and an impressive number of schools are providing computer/writing labs for their students.

English language arts teachers can lead quality Montana education into its second century by emphasizing reading and writing across the curriculum. We can help graduate a generation of youngsters who can read critically, write clearly, and think creatively. Please call me at 444-3714 if you need assistance or have ideas that can help other teachers.

—Jan Cladouhos
Language Arts Specialist

Mathematics

Integrated Mathematics Project

Last year, the Exxon Foundation gave a $48,000 grant to the Montana Council of Teachers of Mathematics (MCTM) to conduct a national survey on implementing integrated mathematics programs in secondary schools.

Project staff, comprised of math staff at the University of Montana and University of Washington, developed questionnaires that were distributed nationwide to secondary math teachers, district math supervisors and department chairs, math teacher educators, and all state supervisors in the country.

In August, a meeting was held in Spokane to review the preliminary results of the survey. Teachers, math educators and mathematicians from Montana, Oregon, and Washington attended. Final recommendations and findings have been completed, and a full report has been developed. The report outlines definitions, issues, and implications regarding the implementation of an integrated mathematics program at the secondary level.

If you are interested in a copy of the report or more information regarding the survey, contact Johnny Lott, Mathematics Department, University of Montana (243-6142), or Dan Dolan, Mathematics Specialist, OPI (444-4436).

Staff Development Opportunities

All Montana school districts that submitted an application for funding have received their local allocation from the *Dwight D. Eisenhower Mathematics and Science Education Improvement Program*. A total of $450,000 has been distributed to districts for providing math and science staff development programs for teachers K-12.

In addition to funding provided to local districts, funds are provided for Montana colleges and universities that will provide math and science inservice programs. Four math programs have been funded. Teachers may apply to attend these programs. Some funding will be available to defray teacher expenses. The local district may also provide funds for teacher participation.

Challenge of the Unknown is a nationally acclaimed videotape series distributed by the American Association for the Advancement of Science (AAAS). Two two-day conferences on this series will be held this year, one in Billings February 15-17 and a second in Great Falls March 1-3. Participants will receive a complete set of the videotapes, the teacher resource manual, and additional teacher resources.

This video series provides problem-solving applications in math and science and is designed for grades 6-10. The supporting teacher materials and student activities can be correlated directly with content areas in the math and science programs at these grade levels. For more information, contact Rick Billstein, Mathematics Department, University of Montana (243-2603).

Carroll College in Helena is funding a program called *Calculators for Elementary Mathematics*. The speaker will be David Pagni from California State University in Fullerton, director of a national project on the integration of the hand calculator in elementary schools. He will present a two-day conference for teachers grades K-4, providing a wide range of information and materials on using the calculator to enhance math instruction in these

grades. This conference will be held in Helena February 15-16, 1990 (dates tentative). For more information, contact Jim Trudnowski, Mathematics Department, Carroll College (442-3450).

Two two-day programs will be presented by secondary teachers who attended the IMPACT project. One will be in Billings January 19-20, the second in Havre March 23-24. These conferences will focus on using computers in teaching probability and statistics; geometry and problem solving; and the use of graphing packages in algebra, trigonometry, and precalculus programs. For information, contact Lyle Anderson, Mathematics Department, Montana State University (994-5331).

In the summer of 1990, a *discrete mathematics course* will be offered at the University of Montana. This course is not intended to provide material for an independent course in discrete mathematics at the secondary level; rather, it will focus on integrating discrete mathematics into existing high school courses. Project director for this program is Jim Hernstein, Mathematics Department, University of Montana (243-5311).

The National Council of Teachers of Mathematics will hold its national conference in Salt Lake City April 18-21, 1990. This conference will feature over 600 sessions, including speakers from the U.S. and other countries. The Montana Council of Teachers of Mathematics is arranging for buses to transport teachers from Montana.

In the Billings area or eastern Montana, contact Ruth Brockelbank at Skyview High School or Darlene Baugh at Riverside Junior High School for information. In the Bozeman area, contact Lyle Anderson, Montana State University. In Kalispell or western Montana, contact Larry Kaber, Flathead High School. In the Great Falls area, contact Gary Bauer, C.M. Russell High School.

Montana Mathematics Coalition

The Montana Council of Teachers of Mathematics (MCTM) recently received a grant from the Washington, D.C. Mathematical Sciences Education Board (MSEB) to establish the Montana Mathematics Coalition.

This project will allow MCTM to develop a coalition of leaders from business, government, and education to promote involvement in improving math education in Montana. MCTM will organize the coalition in cooperation with leaders from Montana Power Co., US WEST, the Governor's Office, the Office of Public Instruction, the Board of Public Education, and the Office of the Commissioner of Higher Education.

To launch the coalition, a statewide conference will be held this spring. National leaders from successful coalitions in other states will attend, along with a person who has been involved in developing some of the national math reform documents, such as "Everybody Counts" (MSEB) and the "Curriculum and Evaluation Standards for Mathematics," developed by the National Council of Teachers of Mathematics. These people will explain the background of the reform movement.

If you are interested in the coalition or would like more information, contact Larry Kaber, MMC Project Director, Flathead High School, Kalispell 59901 (756-5099).

—Dan Dolan
Mathematics Specialist

Science

Science Inservice Opportunities

A number of science inservice activities will be available this school year. These activities will provide excellent opportunities for

Continued on page 14

RESOURCE NOTES

Continued from page 13

staff development. In most cases, teachers' expenses are fully covered; where they are not, district Title II funds could be used.

The Commissioners Office of Higher Education recently announced that their portion of Title II will be used to fund the following science inservice activities:

Integrating Computers into Science Instruction: Involving Students in the Process of Science. This workshop integrates computers into laboratory instruction by providing hands-on experience with computer data acquisition and analysis.

This year's program will provide refresher workshops for 60 teachers (including one student for each teacher), new training for an additional 50 teachers, and a follow-up workshop for curriculum development that will involve another 25 teachers.

For further information, contact Dr. John Amend, Professor of Chemistry, Montana State University, Bozeman 59717 (994-5379).

Earth Science Institute. To meet the current needs of Montana's earth science teachers, Montana Tech will conduct a two-phase Earth Science Institute. It will consist of three regional "hometown" geology inservice seminars to be conducted in Billings, Great Falls, and Kalispell, followed by an intensive three-week summer program. Twelve participants will be invited to each event.

For further information, contact Nina Klein. Director of Specialized Educational Projects, Montana Tech, Butte 59701 (496-4289).

Microbiology Teaching Modules for High School Educators. To increase knowledge of microbiology, free-standing teaching modules will be designed for inclusion in existing high school biology courses. Modules will focus on a variety of laboratory experiments that do not require extensive equipment. They will expand the basic laboratory principles learned in each module to an understanding of its broader applications to daily living.

Some teachers will be involved with pilot testing of materials. Training in the use of the materials will take place in late summer or early fall through regional workshops and the October Montana Science Teachers Association Conference in Bozeman. Training will also be available at the request of local school districts.

For further information, contact Dr. Barbara Hudson, Department of Microbiology, Montana State University, Bozeman 59717 (994-2903).

Inservice Training for Secondary (7-12) Teachers in Science Laboratory Safety. During this two-day workshop, about 100 secondary teachers will receive an introduction to science laboratory safety in the laboratory, storeroom, and school. Participants will use computers to work through a nationally acclaimed lab safety software package. The OPI bulletin board will provide an electronic classroom and follow-up safety training activities during the academic year. Objectives are to 1) create a uniform, systematic safety system throughout the state's school systems, allowing schools to monitor and evaluate their science safety; and 2) provide a vehicle for more timely safety alerts and inquiries.

For more information, contact Dr. Gerry Wheeler, Math/Science Resource Center, Montana State University, Bozeman 59717 (994-6180).

Using the "Challenge of the Unknown" Series as a Problem-Solving Tool. Two institutes focusing on real world applications of math and science will be available to math and science teachers grades 6-10. Participants will review video tapes of the nationally acclaimed series "Challenge of the Unknown." For details, please see the Mathematics column.

Numerous other opportunities for science inservice will be available during this academic year. Watch the Montana Science Teacher Association Newsletter for announcements. Remember that your school can use its own Title II funds, or combine them with funds from other schools, to provide inservice opportunities for district science staff.

—Bob Briggs
Science and Environmental Education Specialist

Teacher Enrichment

Fulbright Teacher Exchanges

Each year the U.S. Information Agency announces possible teacher exchange programs with many countries around the world. Current exchange programs involve Argentina, Australia, Belgium, Denmark, the Federal Republic of Germany, France, Iceland, the Netherlands, Norway, Panama, South Africa, Switzerland, and the United Kingdom.

These exchanges are one-on-one and include opportunities for teachers at elementary, secondary, and postsecondary levels. There are also summer seminars. The deadline for applications for 1990 has passed. However, if you are interested in a future exchange, contact Fulbright Teacher Exchange Program, E/ASX, U.S. Information Agency, 301 Fourth St. S.W., Washington, DC 20547 (202-485-2555).

NEH Summer Seminars

The National Endowment for the

Humanities has announced its 1990 summer seminar for teachers. NEH provides seminar participants with a stipend of $2,000, $2,375, or $2,750, depending on seminar length. A total of 57 different seminars in English, American literature, foreign literature, history, philosophy, social sciences, classical studies, and other topics will be offered.

The purpose of these seminars is for teacher enrichment, not necessarily for further work in your assigned teaching area. Therefore, a second grade teacher in a small Montana town should not hesitate to apply for a seminar such as "The Romance of the Rose: Love, Nature, and Reason in Medieval Literature."

For further details, contact either Duane Jackson, OPI (444-3129) or Clayton W. Lewis, Summer Seminars for School Teachers, Room 315, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington, DC 20506 (202-788-0463).

Teach "Down Under"

The Office of Public Instruction coordinates a teacher exchange program with the Ministry of Education in Victoria, Australia. The Ministry of Education sponsors the exchange and matches Montana applicants with Victoria applicants. The next exchange year is 1991.

Exchanging teachers retain their salary and benefits while trading similar teaching assignments and residences. Participants are responsible for travel costs, visa arrangements, and exchange of vehicles.

For information or applications, contact Duane Jackson, OPI, Capitol Station, Helena 59620. Completed applications must be received by February 15, 1990.

—Duane Jackson
Foreign Language Specialist

Arts Education

Partnerships in Imagination

From November 9-12, I attended the 1989 National Summit Conference on the Arts and Education in Washington, D.C. The summit was co-sponsored by the John F. Kennedy Center Education Program, Alliance for Arts Education (AAE), the National Endowment for the Arts, Arts Education Program (NEA), the Council of Chief State School Officers (CCSSO), and the Getty Center for Education in the Arts. Together they made it possible for me and fine arts counterparts from almost every state to take part.

Montana was represented by its art education leadership from the Arts Council, the Alliance for Arts Education, and the Office of Public Instruction Arts Education Program. We found that the regional meetings, break-out sessions, and presentations by national leaders provided us first-hand opportunities to clarify our own statewide plan for arts education in Montana and its neighborhood.

Arts Caucus Followup

Serendipitously, some of the same groups that attended the summit had also participated in a November 3-4 follow-up retreat work session of the 1988 Montana's Arts Education Caucus in Dillon. Fifteen citizens, including a student, represented all arts, arts education, and the arts community statewide. This group assessed needs, affirmed goals,

Continued on page 15.

RESOURCE NOTES

Continued from page 14

and offered short- and long-term objectives for the state's comprehensive arts plan.

The pervading *esprit* was the need for strong alliances among all the arts and interaction with the community. The power to bring about changes, so there is universal aesthetic exposure and lifelong learning, is in the *arts* themselves. A draft of this comprehensive plan will be available for study. For further information contact Janet Klecker, Arts Education, OPI (444-4442) or Julie Smith, Artist Services, MAC (444-6430).

Events Information

A fall newsletter from the Montana Cultural Advocacy has excellent coverage of current events regarding the National Endowment for the Arts. For information write P.O. Box 1456, Billings 59103. Your request will be forwarded to the new Bozeman location.

Visual Art Curriculum Guide

Almost 100 responses have come in from those who received a copy of the Montana Visual Art Curriculum Guide. Please send OPI the yellow slip that was enclosed so we know you have the guide. We will also send you information about the second Montana Visual Art Institute (June 17-24, 1990, Western Montana College of UM, Dillon) and the Mary Baker Emerick Art Scholarships. These scholarships are for elementary teachers with an art teaching assignment, art teachers, and especially for teams of teachers/administrators who attend the institute.

Conferences

It was a pleasure to meet with many of you during the MMEA (Bozeman) and MAEA (Great Falls) conferences in October. I "have a dream" that one day we will have *all the arts* gathering together – music, art, dance, drama – to share and celebrate the *power* of the arts. I know there are common problems; perhaps we can find common solutions. Please join me in supporting this idea and addressing your colleagues and organizations.

Please see the calendar page in this issue of *Montana Schools* for upcoming events such as the 1990 Governor's Arts Awards and Week of the Arts.

–Janet Klecker
Arts Education Specialist

Special Education

Consultants for Services to Emotionally Disturbed Students

The Bureau of Special Education at OPI is pleased to announce the continuation of the regional ED Resource Consultant Project. The project helps school districts and other service providers with services for emotionally disturbed students.

The people listed below have received specific and intensive training in emotional disturbance through OPI's Bureau of Special Education. They are available on request to help with such things as observation and diagnosis for emotionally disturbed students. The map shows the regional areas these people serve.

These consultants can also provide inservice training on the following topics: 1) programming considerations (total school involvement, intraschool communication in working with ED students); 2) identification of ED students; 3) technology of working with ED students; 4) CST/IEP components; 5) prereferral strategies; 6) ethics; 7) intervention approaches and methods; 8) consistency in gathering information and data; 9) assessment; and 10) suspension/expulsion.

To request services from your regional ED resource consultant, contact him or her at the phone number or address listed. For more information, contact Susan Bailey, Bureau of Special Education, OPI (444-2046).

–Susan Bailey
Special Education Personnel Development/Monitoring Specialist

Resource Consultants

Bill Canepa
101 Ski Rd., Libby 59923
293-2763

Peg Fandrich
248 W. Works, Sheridan, WY 82801
(307) 674-4493

Janelle Grant
1008 N. Second, Miles City 59301
232-4310

Pat Grassl
Box 14, Clancy 59634
225-3317

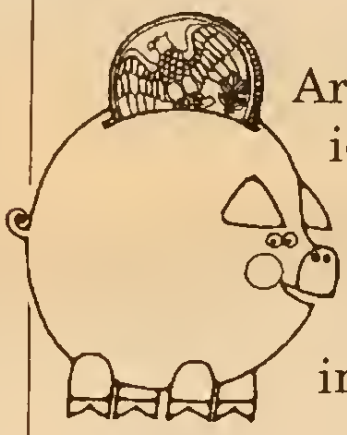
Mary Ellen Hendrickson
513 Little Belt Creek Rd., Belt 59412
866-3313

Ginny Jamruszka-Misner
Box 857, Choteau 59422
466-5303

Mark Taylor
410 Colorado, Rm. 106, Laurel 59044
628-7903

Don Nichwander
102 Imperial Way, Missoula 59803
728-4000

John Rodwick
P.O. Box 3364, Kalispell 59901
752-5300 ext. 252



Are you looking for an opinion from the Office of Public Instruction that you can "take to the bank?" Please put your request in writing!

Every day, people call OPI requesting opinions on topics ranging from emergency budget approvals, to advice on choosing curriculum materials, to legal opinions. Since we at OPI want to do our job right—and help you do your job right—we ask that you send your request in writing.

For an opinion on:	Please write:
Equalization/transportation aid	Lynda Brannon
Legal	Beda Lovitt
Certification	Jack Copps
Accreditation	Sue Dandliker
Special Education	Bob Runkel
Curriculum	Nancy Coopersmith
Chapter 1, home schools	Jay McCallum
Revenue projections, nontax revenue, GTB, HB 28 impact on districts, capital outlay study	Teresa Cohea
Reporting requirements, ANB, PI/PIR days	Dori Nielson
Property tax, HB 28 impact on districts, transportation study	Jan Thomson
Accounting	Kathy Fabiano
Data processing	Scott Buswell
Generally Accepted Accounting Principles (GAAP)	Jim Oberembt
Other	Call 444-3680 for help deciding who should receive your request.

Address: Office of Public Instruction, Capitol Station, Helena, MT 59620.

CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

JANUARY

Jan. 18, 19: *NDN/Talents Unlimited* Billings. Bev Flaten, Garfield School (255-3843).

Jan. 25-26: *Montanans Caring for Kids Conference* Butte. Marsha Armstrong (444-2878)

Jan. 28-Feb. 3: *Governor's Week of the Arts* Montana Arts Council (444-6430).

Jan. 29-Feb. 1: *16th Annual National Diffusion Network Meeting* Washington, D.C. Ron Lukenbill, OPI (444-2080).

Jan. 30, 1:00-3:00 p.m. MT – Downlink sites: *Violence and Aggression in Adolescence* TBA Dr. Lewis Lipsitt, Brown University (703/823-6966).

Jan. 31: 2:45-4:45 p.m. MT – Downlink sites. *Technology Update for Educators (Part 1 of 3).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Jan. 31 – Conference: *Focus on Education,* Butte. MT Assoc. of Elementary and Middle School Principals and MT Academy for Leadership Development (442-2510)

FEBRUARY

Feb. 3: *Governor's Arts Award.* Great Falls. Montana Arts Council (444-6430).

Feb. 16-18: *Montana State Theatre Assoc & Montana Performing Arts Consortium* joint meeting. Missoula. Montana Institute of the Arts Foundation (MIAF) (PO Box 1872. Bozeman 59771).

Feb. 21, 2:45-4:45 p.m. MT – Downlink sites. *Technology Update for Educators (Part 2 of 3).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254)

Feb. 24-25: *Telecommunications for Rural Librarians,* Anaconda. Raelene Williard, Information Now! (443-0706).

MARCH

March – *Arts Month*
Music in Our Schools Month, Dennis Dell, Great Falls (791-2339).
Theatre Arts Month, Rob Holter, Helena (442-8090)
Youth Art Month, Jim Seaton, Laurel (628-7911).

Mar. 8, 11:00 a.m.. *World's Largest Concert.* Dennis Dell, Great Falls (791-2339).

Mar. 14, 2:45-4:45 p.m. MT – Downlink sites: *Technology Update for Educators (Part 3 of 3).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Mar. 15-16: *NDN/Talents Unlimited,* Billings. Bev Flaten, Garfield School (255-3843).

Mar. 16: *Soaring into High Technology Conference,* Colstrip. Judy Anderson, Colstrip H.S. (748-2920).

Mar. 20-22: *7th International Conference on Technology Education,* Brussels, Belgium. Ron Lukenbill (444-2080).

Mar. 22, 2:45-4:45 p.m. MT – Downlink sites: *Microcomputers and Science Education (Part 1 of 2).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Mar. 22-23: *Montana AIDS Conference,* Bozeman. Kim Nelson, MSU (994-4930).

Mar. 26-28: *Multicultural Conference* (prior to MENC Conference, Washington, D.C.).

Mar. 28-30: *Second Annual Distance Learning Conference,* Helena. Tracey Wentz, EDUNET (442-0085).

Mar. 28-Apr. 1: *Music Educators National Conference,* Washington, D.C.

Mar. 28-Apr. 1: *American Alliance for Health, Physical Education, Recreation & Dance.* New Orleans, LA (703/476-3466).

Mar. 29, 2:45-4:45 p.m. MT – Downlink sites: *Microcomputers and Science Education (Part 2 of 2).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

APRIL

April: *Arts Interscholastics* (for high school art students), Missoula. Bobby Tilton, UM (243-4208).

Apr. 5, 2:45-4:45 p.m. MT – Downlink sites. *Improving Teaching at a Distance (Part 1 of 4).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 5-9: *National Art Education Assoc. Conference,* Kansas City, MO

Apr. 12, 2:45-4:45 p.m. MT – Downlink sites: *Improving Teaching at a Distance (Part 2 of 4).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254)

Apr. 17-19: *MT Annual Special Education Conference,* Billings. Dr. Tom Powell, Eastern Montana College (657-2349).

Apr. 19, 2:45-4:45 p.m. MT – Downlink sites: *Improving Teaching at a Distance (Part 3 of 4).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 23-27: *68th Annual Council for Exceptional Children Convention,* Toronto, ON, CAN. Joni Alberg, CEC (800/336-3728)

Apr. 26, 2:45-4:45 p.m. MT – Downlink sites: *Improving Teaching at a Distance (Part 4 of 4).* TBA. David Lane, OSU/Stillwater, OK (405/744-6254).

Apr. 26-28: *Montana Assoc. for Gifted & Talented Education Conference,* Billings. Jann Leppien, 4212 Toyon Dr., Billings 59106.

MAY

May: *Fine Arts Trip* to Spokane, Seattle, and Portland (for high school arts students). Ray Campeau, Bozeman (585-1673).

May 6: *An American Forum: Education for Our Common Future,* St. Paul, MN. Am. Forum for Global Ed. (212/732-8606).

May 6-7: *21st Annual OPI/Montana Traffic Education Assoc. Spring Conference,* Great Falls. Curt Hahn, OPI (444-4432).

May 13-16: *2nd National Transition for Independent Living Conference* Indianapolis, IN. Training Resource Center, Eastern Kentucky Univ. (606/622-1497).

May 31, 11:00-1.00 p.m. MT – Downlink sites: *Building Communities for Effective Schools: Part 2.* TBA. PBS Elementary/Secondary Service (703/739-5402).

JUNE

June 1-3: *Holistic Education Conference* Woodstock, IL. Janet Klecker, OPI (444-4442).

June 17-24: *Second Montana Visual Arts Institute,* Dillon. Eva Mastandrea, Western Mont. College (683-7011); Priscilla Fenton, MSU (994-5949); Kay Campeau, Bozeman (585-1673).

MONTANA SCHOOLS

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